DOCUMENT RESUME

ED 313 927 FL 800 048

TITLE	Perspectives on Organizing a Workplace Literacy Program.
INSTITUTION	Arlington County Public Schools, Va.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	89
GRANT	V198A80135
NOTE	58p.; Appendices (p. 29-53) of poor legibility.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Curriculum Development; English (Second Language); Hospitality Occupations; *Inplant Programs; Job Skills; *Labor Education; Language Tests; *Literacy Education; Needs Assessment; Program Development; Program Evaluation; Second Language Programs; Student Evaluation; Teacher Selection; Vocabulary Development
IDENTIFIERS	*Workplace Literacy

ABSTRACT

This handbook capsulizes the many steps in developing, implementing, and evaluating a workplace literacy program, and is written from the perspectives of both the educator and the employer. The handbook has been written for business leaders and for adult basic education and English-as-a-Second-Language (ESL) educators. While the suggestions in the handbook are useful for any business, and either basic skills or ESL programs, the curriculum sections and some examples are drawn from ESL experience in hotels. Each of the two sections outlines the considerations in initiating a workplace literacy program and an action plan. The education section discusses specific steps in curriculum development, teacher selection, program evaluation, and pre- and post-testing. The business section outlines preparatory steps for contributing to a program partnership. Appended materials include an application, employer needs assessment, employee progress report, a student self-evaluation, a supervisor rating, and class evaluation forms, a language functions and vocabulary chart, and a 46-item bibliography. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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PERSPECTIVES ON ORGANIZING A WORKPLACE LITERACY PROGRAM

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ACKNOWLEDGMENTS

I would like to thank all members of the Arlington County, Virginia Workplace Literacy Partnership who created the program from which the experiences in this handbook are drawn.

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Thanks to Terry Bowers, Controller at the Quality Hotel; and Denise Ensign, Director of Personnel at the Hyatt Arlington Hotel for editing "The Business Perspective" section. A special thanks to Bonnie Pfoutz, Career Education Coordinator for Arlington Public Schools, who carefully edited the entire handbook.

I also appreciate the efforts of Nancy Smith Brooks, Program Officer in the U.S. Department of Education for National Workplace Literacy Programs, who added her national perspective to this work.

The appearance of this handbook was greatly enhanced by the computer expertise of Lisa DiSandro. Thanks, Lisa, for your week-end help.

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Above all, thank you to my colleagues at REEP whose rich contributions are an integral part of this handbook: Inaam Mansoor, Program Director, who shared her vision of and experience with REEP's successful Workplace Literacy Partnership and who also gave freely of her valuable time to refine the handbook; Elaine Squeri, Project Coordinator, who saved countless books, pamphlets, fliers, and memos to be used as background material and contributed meaningful comments on every draft; Carol Van Duzer, Curriculum Writer, who clarified curriculum concepts in the text, conceptualized the cover, and helped with the bibliography; Deborah Schaffer, ESL Teacher, who did a thorough final proofing of this work; and Kenwyn Schaffner, former State Workplace Project Coordinator and current Learning Center Coordinator, who provided abundant moral support.

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Fall, 1989

This document was prepared with funding from the Office of Vocational and Adult Education, U.S. Department of Education under grant number V198A80135. The opinions expressed in this document do not necessarily reflect the positions or policies of the department.

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INTRODUCTION

Welcome to an exciting and challenging innovation in adult education--workplace literacy. Are you about to make a decision to become part of the nationwide effort to increase literacy in the U.S.? If so, an interesting aspect of your involvement will be your creative effort to extend education from the traditional classroom to the worksite where adults are able to learn in their own environment through contemporary approaches to adult learning. If you have skill in the art of compromise and the courage to be on the cutting edge of change in your community, a workplace literacy program may be appropriate for you.

WHY ARE YOU INTERESTED?

- Perhaps you have recognized for years that many college and high school graduates, as well as high school drop-outs and immigrants, need additional education in basic skills to achieve success in the workplace.
- Perhaps you already know from reading Jonathan Kozol's Illiterate America that more than 25 million Americans cannot read the front page of a newspaper.
- Perhaps you realize that the annual employee turnover rate in all industries is 80% a year. In the restaurant industry, it is a staggering and costly 250 to 300%. Half of that turnover takes place during the first month.
- Perhaps you are also aware that employee turnover costs the U.S. more than 11 billion dollars a year.
- Perhaps you have noticed that the average age of the workforce is rising and you have read the studies which show that the basic skills those workers learned in school are different from those needed in today's workplace.
- Perhaps you have observed the increasing number of immigrants in the workforce. By the year 2000, their numbers will increase from 7% to 22%.

One implication of these statistics is that education in the United States has become a lifelong process. The technological age we live in requires that we continually improve and update our skills. Similarly, the steady stream of immigrants into the workforce creates a need for classes in English as a Second Language (ESL).

Many entry-level employees work two or three jobs and have no time in their schedules to attend classes in the local community. Others have attended traditional institutions and had negative experiences. As a result, more and more industries,

educational institutions, and community planning agencies are forging partnerships to offer classes at the workplace in subjects which enhance the worker's job performance, increase communication between workers and supervisors, and also improve the industry's service or product delivery.

DEFINING "LITERACY PROGRAM"

Our national literacy problem has been the focus of national attention for the last few years. As a result, the word "literacy" is one which now has several meanings, interpretations, and stereotypes attached to it. In this handbook, a workplace literacy program is one which **offers classes to increase the capability of the employees to do the reading, writing, speaking, and mathematical requirements of their jobs. Such a program enhances problem solving and decision making skills as well.**

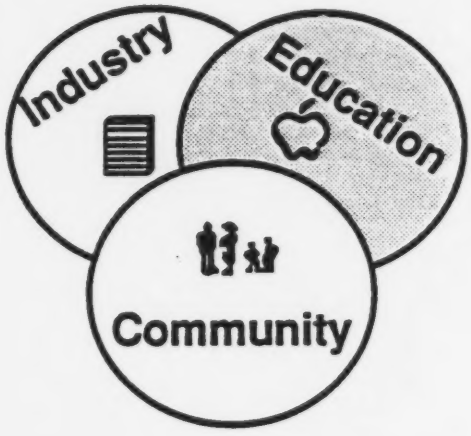
USING THIS HANDBOOK

This publication is an attempt to capsulize the many steps to be considered in developing, implementing, and evaluating a workplace literacy program. It is written from the perspectives of both the educator and the employer. These two perspectives comprise the two major components of the handbook and are presented as self-contained, independent sections. Thus, an education program director could begin to organize a workplace program using the first section. Likewise, the manager of a business could proceed in developing a program by using only the section entitled "The Business Perspective".

However, to be fully informed of what is expected of all players in a workplace literacy partnership, the reader may want to periodically peruse the entire handbook.

This publication has been written for business leaders as well as for both adult basic education and English as a Second Language educators. While the suggestions in the handbook are useful for any business and either basic skills or ESL programs, the reader will find that the curriculum section and some of the examples are taken from ESL experiences in hotels. There is a logical reason. This handbook was produced through a federal grant from the U.S. Department of Education by the Arlington Education and Employment Program in Arlington, Virginia--an adult education ESL program which is the educational partner of the largest industry in the county, the hotel industry! Naturally, we have drawn from some of our own experiences in order to present the most realistic situations possible.

THE EDUCATION PERSPECTIVE



THE EDUCATION PERSPECTIVE

You are an educator. You want to offer the best possible instruction to the adult workers in your community. To be successful, a workplace literacy program must have a firm commitment from each of the two major partners: the educational institution and the industry or business. This binding obligation applies not only to the management level of both partners, but also to those in supervisory positions in the departments from which the employees will be selected. Make this commitment your number one priority.

It is also helpful to have yet a third partner from the community such as a Chamber of Commerce, Private Industry Council, or local planning agency. This partner can play a key role in 1) identifying businesses and industries which may need workplace classes, 2) bringing the business and education representatives together, and 3) publicizing the program.

If there is a need for a workplace partnership in your community, you and your industrial counterparts will be taking the same path to achieving different goals. As an educator, you will likely seek to improve the learners' skills, increase their self-confidence, and possibly motivate them to continue their education. While the employers care about the employees' education, their primary goal is to increase sales or improve service to customers. Secondary goals may be retention or promotion of employees and recruitment of new workers. This difference in goals establishes a need for frequent communication between partners and creative problem solving when goals conflict.

As the educational provider, it is wise to assume that yours will be the lead agency in this endeavor. Your counterparts will contribute ideas, define needs and expectations, identify participants, donate materials, handle logistics, participate in assessment and evaluation, enlist the media, and assist in other ways, but the coordinator and teachers of the educational institution will provide the framework as well as the content of the program. You will probably want to select or develop your own needs assessment tools, curricula, and evaluation instruments. This requires careful thought and plenty of time. In addition to those challenges, you will conduct classes and keep worksite managers and supervisors abreast of the participants' progress.

Still interested? Let's continue to explore the possibilities:

1) **Do you know if there is a need for workplace literacy in your community and do you want to help?**

   You will want to do some research to determine which businesses and industries in your community hire "at risk" groups such as immigrants with low English skills

and Americans with deficient basic skills. Target those businesses or industries which need the service most. Of course you should also consider which ones you can best serve and perhaps those which impact the community most heavily.

2) **Does your institution have experience in providing basic skills or ESL to adult learners?**

3) **Do you have an administrative structure which adequately supports such an initiative?**

Consider whether or not your current structure offers ample support to conduct needs assessments, design tailor-made curricula, market a new phase of your program, and make decisions crucial to both the education institution and the worksite. If not, are you able to change it to do so?

If you have targeted an industry, rather than small businesses, your commitment to address workplace literacy needs in your community virtually requires that you have an advisory board so that interested parties can meet together to make mutual decisions and to solve problems.

It is important to encourage top management to participate on your advisory board. For example, in the hotel industry, general managers and program directors are the decision-makers; they need to be there to expedite the decision-making process. You may also wish to include as members: key education figures from the community, human resource directors or personnel directors from the business(es), an external program evaluator, media specialists, or others who are unique to your particular situation.

4) **Do you have financial support for such an effort?**

This question should be raised with your industry partner. If you have government grants, what cash and in-kind contributions will your industry or business make? And what matching funds are necessary? Again, if your primary financial resources are government

grants, be sure to build in mechanisms for becoming independent of those funds within a year or two.

If you are funding this service within the community, how will you cover costs? Will the Adult Education program provide classes at a reasonable cost to businesses? Will employers contract directly with your educational institution for services? Will you need to employ a combination of these options to fully finance the program?

When you have the bare essentials - a commitment from your partners, an advisory board, and a means of financing your program- you can get underway and jointly formulate an action plan that will enable you to make an impact.

ACTION PLAN

	Action Steps	Partner	Examples
1.	Identify the industry's goals for the workplace	Business	Increased productivity Retention/promotion Expansion of workforce Better job performance Higher morale Better satisfied customers
2.	Determine recruitment and selection criteria for employees/participants	Education	Below certain number years of education Below certain reading or math level Limited English Proficiency (LEP) Attendance on the job Possession of work permit
3.	Conduct needs assessment of industry	Education	Tour facility Observe employees Determine communication patterns of LEP workers
4.	Get input from department supervisors at worksite	Education	Curricular priorities Scheduling needs Copies of forms useful for class activities
5.	Select or develop a pre-/post-test	Education	ABLE, BEST, BVOTP, CASAS, TABE (See "Evaluation")
6.	Establish actual and in-kind contributions	Business	Incentives for employees Meeting/parking space Copy capability Flip charts, chalk boards Overhead projectors Video machines Notebooks, pens, paper Coffee, juice
7.	Recruit and select teachers	Education	See "Selecting Teachers".
8.	Hold orientation session for instructors and plan additional staff development activities	Education	Clarify goals and objectives Cite unique aspects of working with employees: instructors' roles, curriculum

ACTION PLAN

	Action Steps	Partner	Examples
9.	Pre-test and place employees	Education	
10.	Develop class schedule	Education	Beginning and ending dates Industry's special dates In-service dates Post-test dates Holidays Recognition ceremony date
11.	Select a liaison person from the site to the education institution	Business	Review pre-test results Agree on expectations Post weekly lessons on-site Set attendance policy Discuss weekly attendance Give feedback on absences Personnel visits to classes
12.	Develop a communication system	Business/ Education	Teacher talks weekly with supervisors and liaison Education coordinator speaks bi-weekly with liaison
13.	Schedule periodic evaluations	Business/ Education	Student progress reports Student self-evaluations Supervisors' reports of student progress Student evaluations of class Instructor self-evaluation External program evaluation
14.	Promote publicity of the program	Chamber of Commerce	Television coverage Newspaper coverage Photographs, scrapbook Videotapes
15.	Consider education alternatives after the workplace class	Business	Another on-site class Bonus for attending partner's or other community programs

You have done a lot of work! Your program design is in place and you and your partners have mutually worked out many of the details which enhance a well-run program. Now it's time to focus on the course itself. Let's consider the curriculum, the selection of teachers, and evaluation of participants.

CURRICULUM DEVELOPMENT

Your goal statement, needs assessment, and selection criteria have yielded abundant information regarding the direction your curriculum planning should take. Will you be offering basic skills, ESL, or a combination of both?

Whether you are teaching basic skills or ESL, there is no better place for competency-based education (CBE) than in the workplace. The CBE framework for curriculum development allows the teacher, worksite managers and supervisors, as well as the participants, to identify specific job-related tasks (competencies) which enable the participants to work to their potential on the job. The basic skills or ESL curriculum is then developed around these competencies.

Three examples of such competencies include following instructions, reporting problems, and reading safety signs. After identifying the competencies, your curriculum writers will determine the levels of language, reading, or math which must be taught and cite resources. (See "Sample Curriculum Outline and Sample Unit" in Appendix A.) Instructors then design activities which introduce and offer practice in the competencies.

Research on adult learners indicates that adults retain more information when they practice the learning material in their natural environment or in a carefully simulated situation. The workplace provides authentic surroundings and CBE offers a framework for learning and using workplace language or basic skills.

There are several good curricula, texts, and software programs available for teaching basic skills in the workplace. In contrast, there are very few which are specific to ESL needs on the job. Current ESL texts and visuals can be adapted for use in worksite classes, but it is a time-consuming task. You may wish to consider this when determining instructional costs. (See "Resources for Instructors" in the bibliography for such materials.)

Since few curricula relevant to the workplace exist, you may decide to develop your own. Nadler's Critical Events Model (Figure 1) includes all of the factors important in designing a good curriculum for a workplace literacy program. Notice particularly that two-way feedback is integrated into every step of the process.

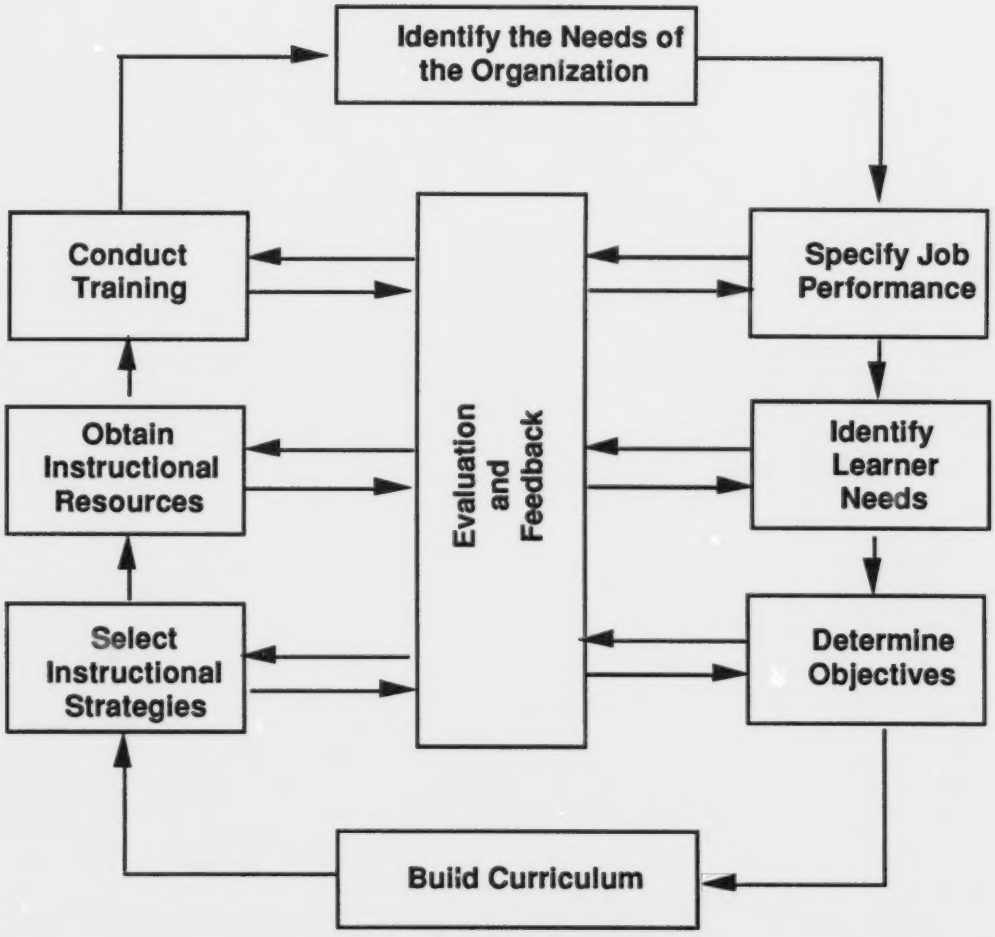


Figure 1. *The Critical Events Model.* Nadler, L. (CURRICULUM MODELS IN EDUCATION. Langenbach, M., page 14.

Let's briefly apply Nadler's steps to the workplace.

1) **Identify the needs of the organization.** This first step reinforces the fact that Nadler's model was designed for the workplace or other non-educational institutions in which education or training is secondary to and supportive of other goals. Certainly the primary goals of business are an increase in profits and service to the public. Identifying the needs which help to meet those goals will reveal the competencies most critical to your curriculum. Those needs may be identified by analyzing your needs assessment, talking with supervisors about their curricular priorities, and

examining the business or industry's reading and writing materials.

2) **Specify job performance.** Your competencies will emerge from this step. Analyze your employees' jobs not only in terms of what they do, but also in terms of employee suggestions for easing or improving the job. Further, take into consideration job-related interactions with other employees and morale.

3) **Identify learner needs.** Define which enabling skills the employees need in order to become proficient in the competencies you have identified. Be sure to include discussions with the employees about their perceptions of their jobs and their employment and personal goals.

4) **Determine objectives.** This step becomes your framework for evaluating participant progress. Your objectives will be based on the competencies you have identified. Those objectives should clearly indicate your expected outcome in measurable terms.

5) **Build curriculum.** Worksite classes are not new, but the national focus on literacy is resulting in more programs and innovative ideas. If this is new territory for you, you may wish to hire a consultant who is experienced in developing workplace curricula to conduct a workshop for your staff. Resources are listed in the bibliography for your review.

6) **Select instructional strategies.** Instructors now decide how they are going to teach. Total physical response, cooperative learning, language experience approach, and the natural approach are only a few of the successful strategies being used at worksites.

   As instructors begin to plan their class sessions, they should be sure to take into account the employees' current knowledge of each topic and elicit their input during one of the first class sessions.

7) **Obtain instructional resources.** Consider the learning environment for the employees. Is the meeting place pleasant and comfortable? Are there ample supplies available? Will the instructors have easy access to equipment? Do you have a good resource library for books and learning materials?

8) **Conduct training**. Good luck. You are on your way!

Nadler's model is comprehensive and thorough. If you follow these steps, you will have a curriculum which can easily be changed or updated as you continuously elicit evaluation and feedback from participants, supervisors, and managers.

SELECTING TEACHERS

Besides competency in the classroom, FLEXIBILITY is one of the most important attributes for any workplace program instructor. The instructor may have class in a staff lounge one day and a conference room the next! Flip charts may be lacking when the teacher arrives or even unavailable on a given day. The industry may need to postpone class on a certain day because of a particular emergency; make-up class may have to be on a day other than the usual days the teacher is assigned to that site. Few sites have storage space, so the teacher must carry heavy bags of materials to each class.

In addition to being flexible about logistics and conditions, the instructor must be able to serve in several roles other than that of teacher: liaison between the educational and business partners, public relations person to all staff at the worksite, coordinator of a needs assessment, and representative at media interviews. This is no ordinary position!

Another important consideration in hiring a workplace teacher is discretion. Instructors may find themselves in situations in which participants want an advocate. For example, participants may ask their instructor to tell the manager that they think a particular policy is unfair. In the classroom, the instructor is the basic skills or language teacher, not a social activist. One way of handling the above situation is to assure the manager that the teacher will remain neutral on the issue, but may teach the communication skills which enable participants to speak for themselves.

EVALUATION

In a worksite program, continuous monitoring is vital. Managers want to assess whether or not their investment is worthwhile, supervisors and participants need to know that participants have mastered the competencies mutually agreed upon; teachers need to know that those competencies are practiced on the job. Furthermore, participants should have the opportunity to assess their own progress and to evaluate whether or not they believe the class has met their needs.

A varied approach throughout the duration of the course may be best. Pre-/post-tests provide percentage gains for use in marketing your program or reporting to funding

sources. Early in the course, you may wish to have the participants assess themselves on particular competencies, then reassess themselves at the end. Participants feel a definite sense of accomplishment when they compare the difference between their two self-assessments.

As the instructor covers four or five of the competencies in class, an interim progress report is appropriate. The instructor should discuss the report with the participants and their supervisors. Of course, participants should be aware that the reports are shared with supervisors and managers. If your industry is unionized, seek ways to involve union officials.

Toward the end of the course, the supervisor's evaluation of participant progress and participant evaluations of the class provide vital information to the instructor for use in curriculum and lesson revisions.

Which evaluation forms will you use?

pre-/post-tests
instructor's progress reports on participants
supervisor's progress reports on participants
participant self-evaluations the first and last week of class
participant evaluation of the class
instructor self-evaluation
program evaluation

PRE-/POST-TESTS

Tests such as the TABE (Test of Adult Basic Education) and the ABLE (Adult Basic Learning Examination) are good tests for measuring proficiency in basic skills, but there are currently no tests on the market for workplace ESL. The ESL test batteries available were developed to measure success in survival English (Basic English Skills Test-BEST, California Adult Participant Assessment System-CASAS, Bilingual Vocational Oral Proficiency Test- BVOPT, and others). It is likely that participants will show only modest gains on these tests; therefore, you may wish to develop your own pre-/post-test which measures proficiency in skills specific to the workplace in order to show more realistic (and higher) gains.

EVALUATION FORMS

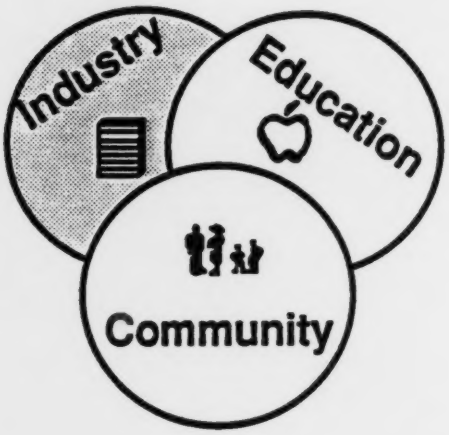
You may also wish to style your evaluation forms after those used at the worksite or by competencies. (See "Sample Evaluation Instruments" in Appendix B.) In either case, remember that supervisors and managers are businessmen and women, not educators. Be sure they understand the forms.

Above all, encourage instructors to do their own informal evaluation by meeting with supervisors at least once a week. They can use this time to present attendance sheets, discuss specific concerns about participants, or request specific site information related to the competencies being taught that week. Meetings need not be long, but the contact is very important.

CONCLUSION

As you no doubt have concluded from reading this section, it takes hard work and a great deal of time to develop an effective workplace literacy program. It is well worth the effort, however, as you experience first-hand the employers' satisfaction in the skill improvement of the workers as well as the employees' increase in self-esteem.

THE BUSINESS PERSPECTIVE



THE BUSINESS PERSPECTIVE

Evaluations of workplace language and basic skills programs in the U.S. and Canada indicate that employees increase their productivity, their confidence, and their willingness to take initiative and to ask for clarification after participating in a worksite class. At the same time, employees decrease waste time, safety problems and the need for supervision.

As a reader of this handbook, you may be seeking one or more of the results mentioned above. Do you have serious concerns that your business is affected by your employees' lack of English, reading, or math skills? Do your clients complain that they cannot understand your employees on the telephone? Have you discovered that a certain product was not made to the correct specifications? Is your company losing money or business because of these or similar problems?

If so, you may be considering taking action--offering your employees an educational benefit. This positive step will not only enhance the workplace skills of your current workforce, but will also serve as an attraction for future employees.

Many businesses have the funds to engage in employee training programs. However, most businesses do not have the staff expertise or the time to organize a basic skills or a language program. In this situation, employers have two options: to refer employees to educational programs in the community or to select educators to conduct on-site training in those skills which need strengthening.

If your current concerns are a result of employees' inability to read company materials, to communicate with customers, supervisors, or co-workers, or to carry out specific job tasks, then workplace basic skills or language classes are a solution for you. Why?

- You will work closely with the educators who will teach your classes to identify specific learning objectives related to your workplace.
- The educators will tailor their curriculum to the specific needs of your business, not to generic employment needs.
- As your needs change, the curriculum will be updated to address those changes.
- Your employees will learn by simulating job situations and tasks.

This handbook is designed for employers who choose to have on-site training. If you are considering such training, read on.

Your commitment to and enthusiasm for a worksite education program are important, but don't consider such a program unless your on-line supervisors also strongly support the plan. **It is they who can make or break the program.** If they do not

believe it is necessary, they will be unable to enthusiastically "sell" the program to those they supervise, to reinforce daily lessons on the job, to accommodate schedules, or to encourage participants to have good attendance in the worksite class.

If you, your managers, and your supervisors are interested in offering an on-site workplace education program, consider the following first steps.

ACTION STEPS FOR TAKING INITIATIVE

❒ 1. **Define your need.** If yours is a large business, involve the supervisors by asking them to help you determine the language or basic skills needs of their particular employees. In a small business, you may be the person who should observe and record specific skill weaknesses as well as examples of problematic situations which result. Also consider whether you would want short-term workshops or specific training for managers and supervisors. (See the box on the next page for suggestions.)

❒ 2. **Develop a link with the education community.** If you have no particular educational agency in mind, contact your Chamber of Commerce, Private Industry Council, or local planning agency to request that they organize a meeting between your business (or perhaps a larger meeting which includes representatives of members of your industry) and representatives of educational institutions competent in conducting a workplace program.

❒ 3. **Meet with educators.** Present your needs assessment to potential training candidates. Include in your discussion the skill areas your employees need to learn, the educational background of employees who may take the training, the length of time you would be able to support such training, the cash and in-kind contributions you are prepared to make, and your suggestions for meeting program costs.

EMPLOYER'S ASSESSMENT TO DETERMINE NEED FOR ON-SITE WORKPLACE LITERACY PROGRAM

- Observe employees to determine the language or basic skills they must use in order to perform their jobs effectively.

- Collect all materials that are written and read on the job to determine the degree of skill proficiency an employee must have to do the job well.

- Interview employees and their supervisors to determine their perception of the skills needed to do jobs well.

- Determine whether or not the employees have the language or basic skills to do the job well.

Adapted from "The Bottom Line: Basic Skills in the Workplace"

Funding for new programs is often a crucial issue, but there are many creative ways to finance a worksite program. You may be fortunate in having a significant amount of money in your training budget which allows you to offer participating employees paid release time or a bonus. If not, you might consider simply offering the course on-site, but expecting employees to work their usual number of hours. Another alternative is to approach your Private Industry Council about sharing costs. Finally, your educational system may be able to reduce tuition for or offer scholarships to your employees.

Many programs originate with a grant from the government or a private organization. If this applies to you, begin immediately to develop contingency plans for the time when funds are no longer available.

❒ 4. **Request a plan of action from interested educators.** A Plan of Action should include: how the education providers would involve you, your managers, and your supervisors in the planning and evaluation of the program, how they would conduct a needs assessment of your business, how they select and train the teachers, how they would evaluate the program, the methods and techniques they encourage their teachers to use, and cost estimates.

❒ 5. **Select your educational partner.** Consider the following criteria: a) are they experienced in providing English As A Second Language (ESL) or basic skills in the workplace? b) do they have the skills to provide competency-based education (CBE)? c) do they have the skills to foster cooperative learning in the "classroom"? d) can they continuously tailor their basic curriculum to your specific workplace needs? (See brief descriptions of CBE and cooperative learning on the next page.)

To be fully informed for choosing your educational partner, you may wish to do some research on adult learners and successful approaches to teaching them. (See "Bibliography-Resources for Business Partners" for sources of information on adult learners, competency-based education, and cooperative learning.)

Briefly stated, studies indicate that most adults are kinesthetic learners, ie., they retain what they learn for a longer period of time if they have a hands-on experience during the learning process.

Competency-based education, a popular instructional approach in adult education, provides such learning experiences. It is a method in which the participants learn a particular skill, language function, or concept by completing actual worksite tasks. For example, in learning the skill of giving directions within a worksite, employees might study the worksite's actual building plan. After understanding this "map", the employees may practice a dialogue in which they give authentic directions to a "visitor". Such structured activities require the employee to perform the task, to demonstrate mastery of the task, and to use the new skill at the worksite.

Another skill you might consider important in your educators is their ability to use cooperative learning techniques. Effectively executed, these techniques foster excellent classroom management, respect for "classmates", and team cohesiveness.

Cooperative learning techniques are well-suited to any worksite class, even those which include participants with a wide range of educational backgrounds or work skills. The instructor considers the goals of the managers and supervisors, then designs activities which encourage the employees to work in some groups which require their leadership in demonstrating a particular strength, and other groups in which they might improve on a weakness by interacting with co-workers who are strong in that skill.

Do your homework. Have a general idea of the approaches, methods, and techniques you desire for your employees.

Now that you have entered into a partnership with an educational institution and perhaps also with your Chamber of Commerce, your Private Industry Council, or a local planning agency, you are ready to get underway. It is likely that the educational institution will take the lead in developing the program, but not without considerable input from the manager, the supervisors of the participating employees, and the employees themselves.

Your education partner will want to do its own assessment of your employees' educational needs. The depth of this assessment will depend on the detail of the findings you cited in your presentation at the first meeting. In any case, you will want to be prepared to discuss with them the issues listed below.

PREPARATORY STEPS FOR CONTRIBUTING TO THE PARTNERSHIP

- ❒ 1. **What are your program goals?** Consider those which help your business and those which benefit the employees.

- ❒ 2. **What specific worksite English skills or basic skills do your employees need to learn?**

- ❒ 3. **What incentives are you prepared to offer participating employees?** (Release time and

reduced workload on class days? A bonus after completing the program? A day off for a certain number of completed class hours? A pay increase? A letter in the personnel file? A display of participants' photos or work on the employee bulletin board?)

❒ 4. **What times of the day and week are best for scheduling employees to attend class?**

❒ 5. **What recruitment criteria do you prefer?** For example, do you want to make the program available to all employees, to employees with good attendance and performance records, to new employees, to employees with limited English proficiency (LEP), to employees who are eligible for promotion but lack reading or writing skills, or to other categories of employees?

You will want to recruit every potential participant. Be sure not to discourage people by the name you give to your program. Some employees believe there is a stigma attached to the word "literacy." You may wish to use "skills enhancement" or another neutral term.

❒ 6. **How will you publicize the program?** (An announcement letter in the payroll envelope? A video? A supervisor's presentation? An announcement at a staff or department meeting? An announcement on the employee bulletin board?)

❒ 7. **What selection criteria do you prefer?** Will you select the employees with the lowest pre-test scores, take a certain number from each department so that service will be minimally interrupted, or choose another alternative?

❒ 8. **What space and equipment contributions are you able to make?**

❒ 9. **Who on your staff will serve as the liaison to the education partner?** This person does a variety of tasks such as scheduling rooms for class, assuring that the "classroom" is set up each meeting day, making appointments with worksite managers as well as supervisors for the educational coordinator and teachers.

❒ 10. **What evaluation procedure is best for your partnership?** All partners will want to measure employee progress, but you may also wish to have your employees evaluate the class. At the same time, your education partner may wish to have an outside evaluator critique the entire program. Consider your needs for pre-/post-testing, periodic progress reports completed by the instructor, employee self-evaluations, supervisors' evaluation of employee progress, instructors' self-evaluations, employee evaluations of the class, and a total program evaluation.

❒ 11. **When and where will the education partner administer pre-/post-tests?** What procedure will cause the least interruption to the work day?

❒ 12. **What special activities would you like the first day of class?** (A brief motivational presentation by the manager, supervisor, or liaison person? A breakfast/luncheon?)

❒ 13. **Will supervisors and managers make an effort to visit a few class sessions?** Such visits are appreciated by the employees and may result in increased loyalty to the company. Furthermore, supervisors may gain an insight into how hard the employees work with the minimal skills they have. Instructors often wish to involve the visitor by asking them to supervise a group activity or demonstrate a task.

❒ 14. **How will you reward employees who finish the worksite program?** A recognition breakfast or luncheon? Recognition at a staff meeting? Certificates of completion? Certificates for good or perfect attendance? Pins designed by the partners?

❒ 15. **Will you support alternative education when the on-site training ends?** The on-site training will give your employees confidence in themselves and in their ability to learn. However, they may need a boost in making the transition from the workplace to the formal classroom. Could your company pay for the employees' tuition for a first course in adult education or at the community college? If the educational partner has a learning center, could your business offer a bonus to employees who complete a designated number of hours there?

Believe it or not, most of your work is complete! While the educational partner develops the curriculum, teaches the course, and coordinates evaluation of the course and the program, you will carry out the responsibilities you agreed to take on during the discussion stage.

REMEMBER

- to hold your educational partner to its commitment to keep you and your supervisors apprised of content material and participant progress.

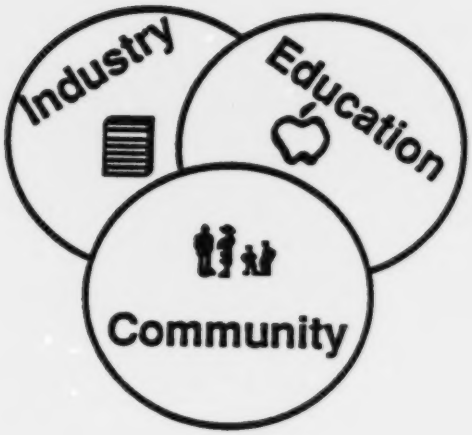
- to use your third partner well if you have chosen to have one. The Chamber of Commerce, Private Industry Council, or local planning agency may have brought you and your educational institution together. It can also be invaluable in helping you find funding sources and in publicizing and/or marketing your program. Use it.

- to publicize your workplace program in your business and in your organization. You are contributing to a national initiative to improve basic skills in the workplace. You will need all the help you can get!

- to consider a recognition ceremony for those employees who complete your program and/or have good attendance. The publicity from such an event may attract outstanding candidates for future employment.

Congratulations! Rather than reacting to a crisis in your business or industry, you have just taken preventive steps to assure better service to your customers and higher morale in your workplace. Your employees will reward you by increasing productivity, making fewer mistakes, becoming eligible for promotion, and representing your company with confidence.

APPENDICES



APPENDIX
APPLICATION

WORKPLACE EDUCATION PROGRAM

1. NAME _____
Last First

2. DATE OF BIRTH AGE
Month/Day/Year ___

3. Address: _____
No. Street Apt. City State Zip Code

4. Telephone: ( ) _____

5. Soc.Sec.# _____

6. Sex___ Single____ Married____ Separated____ Divorced____

7. Number of children_____

8. Native Country_____ 9. Languages you can speak_____

10. Year of School completed in Native Country:
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

11. When did you come to U.S._____

12. Did you study English before? No___ Yes___
If "yes", how long?_____ Where_____

13. Do you have a driver's license? No__ Yes__

14. Do you have a car? No__ Yes__

15. Where do you work now?
a. Place_____ c. Job_____
b. Department_____
d. How long there: months___ years___ e. Pay/hour_____ f. Hours/week_____

16. Do you have a second job? No___ Yes___
If "yes": a. Place_____ c. Job_____
b. How long there_____ d. Hours_____

17. If Amnesty temporary resident, Alien Number_____

Test _____

Pre-Test: Total score___ Part 2___ Samples: Writing_____ Math_____

Post-Test: Total score___ Part 2___

Comments

HOTEL PROFILE *

Name_____

Address_____

Phone_____ Contact_____

I. Hotel Statistics:

a. # of rooms
b. # of employees
c. % occupancy busy season____; quiet season_____
average_____

d. Year built: _____
Handicap features_____

e. Physical lay-out:
Hi-rise, single unit_____ Low-rise, single_____
Hi-rise, multi unit_____ Low-rise, multi_____
Where is Central building?
How separated from other?

f. Management system: owner mngmnt co. franchise
other_____

g. List of departments:

h. Chart of management structure, titles and names

i. Corporation directory: available for use?

j. Other entities managed: condos restaurants
events external catering other

* Adapted from a Needs Assessment by Anne E. Lomperis, Language Training Design, Dade County, Florida.

K. Outside franchises operated on property:
shops (types)
car rentals
airlines desk
restaurants
other

l. Nature of clientele
Business, Government people
convention
Tourists, vacationers

m. Sport features included in hotel:
Swimming pool
Tennis
Game room
Other

2. Departmental Information

a. Housekeeping
# of employees_____
potential ESL trainees_____
nationalities_____
job titles_____

per shift day_____

rooms/shift day_____ night_____
time allowed/room_____

% of shift time in interaction with guests_____
management_____
co-workers_____

education level: range_____
majority_____
priority_____

English ability: range_____
majority_____
priority_____

with low literacy skills_____

age: range_____ majority_____

special information re: health, situation, etc.

How is work distributed, given out?

b. Food and Beverage

# of employees_____

potential ESL trainees_____

nationalities_____

job titles_____

% of shift time in interaction with guests_____

How is work distributed, given out?

management_____

co-workers_____

education level: range_____

majority_____

priority_____

English ability: range_____

majority_____

priority_____

with low literacy skills _____

age: range_____ majority_____

special information re: health, situation, etc.

c. Engineering or Maintenance

# of employees_____

potential ESL trainees_____

nationalities_____

job titles_____

Major renovation in progress?_____

Preventive Program in place?_____

% of shift time in interaction with guests_____

managements_____

co-workers_____

education level: range_____

majority_____

priority_____

English ability: range_____

majority_____

priority_____

with low literacy skills_____

age: range_____ majority_____

special information re: health, situation, etc.

How is work distributed, given out?

d. Stewarding

# of employees_____

potential ESL trainees_____

nationalities_____

job titles_____

% of shift time in interaction with guests_____

management_____

co-workers_____

education level: range_____

majority_____

priority_____

English ability: range_____

majority_____

priority_____

with low literacy skills_____

age: range_____ majority_____

special information re: health, situation, etc.

3. Employee Information

a. Longetivity with hotel?

range_____ average_____

(1) How frequent is turn-over?_____

(2) Average cost of recuitment:_____

training:_____

(3) Why do employees leave?

(4) Why are employees asked to leave?

b. Child-care constrainsts

c. Transportation to work:

private car

car pool

with other trainees in ESL class?

if not, can they accommodate schedule?

public

drop-off/pick-up arrangements

other

d. Time flexibility & by how much time - 1 hour, etc.

come early

stay late

other

Person gathering data_____ date_____

PROGRESS REPORT: HOUSEKEEPING

Employee_____ Teacher_____ Hotel_____ Start Date_____

WORK GOALS/LANGUAGE SKILLS		BASIC SKILLS	
Personal Identification			
Identify self	____	Identify letters	____
Ask and answer simple questions	____	Write alphabet	____
Ask for clarification	____	Write name	____
		Complete simple form	____
Speak with Guests			
Greet guests	____	Write simple sentences	____
Introduce self	____	Write simple questions	____
Take leave	____		
Ask and answer simple questions	____		
Offer assistance	____		
Read Work Schedule			
Identify days	____	Identify numbers 1-100	____
Identify dates	____	Write the days	____
Tell time	____	Write the date	____
Ask and answer questions about schedule	____	Write the time	____
		Complete leave request	____
Request schedule change	____	Calculate hours worked	____
Answer Requests for Supplies			
Identify supplies	____	Read names of supplies	____
Answer requests	____	Match names with pictures	____
Ask for clarification	____	Count supplies	____
Offer assistance	____	Complete supply request form	____
Apologize	____		
Explain reason	____		
Make a suggestion	____		

WORK GOALS/LANGUAGE SKILLS		BASIC SKILLS	
Service a Guest Room			
Announce self	____	Identify common signs	____
Ask polite questions	____	Identify words/codes on assignment slips	____
Request clarification	____	Read room numbers	____
Ask about intentions	____	Complete work assignment slips	____
		Calculate time	____
Follow Instructions/Describe Job Tasks			
Identify furniture	____	Identify words in instructions	____
Identify placement of objects	____	Read room assignment slip	____
Identify supplies for task	____	Read labels on cleaners	____
Follow instructions	____	Read room inspection checklist	____
Request clarification	____	Estimate time needed to complete task	____
Give sequence of tasks	____		
Report Work Progress			
Answer simple questions	____	Write simple sentences	____
Respond to praise	____	Write simple questions	____
Respond to criticism	____	Estimate time needed to complete a task	____
Report progress	____		
Give explanations	____		
Discuss Performance Evaluation			
Respond to praise	____	Read performance evaluation	____
Respond to criticism	____		
Identify ratings	____		

Key
✔ -still practicing
\+ -can do well
NC -not covered

WORK GOALS/LANGUAGE SKILLS		BASIC SKILLS	
Report Lateness/Absence			
Identify self on telephone	____	Identify health words	____
State problem	____	Read appointment cards	____
Give reason for problem	____	Complete sick leave forms	____
Identify body parts		Calculate hours of sick pay	____
Identify ailments	____	Complete leave request form	____
Make a request on the telephone	____		
State intention of return to work	____		
Give Directions to Places			
Answer requests for directions	____	Identify signs in hotel	____
Identify location of hotel facilities	____	Locate info on floor plan/directory	____
Give directions	____	Interpret ordinal numbers and fractions	____
Make suggestions	____		
Report/Prevent Accidents/Emergencies			
Identify safety signs	____	Fill out accident report form	____
Report accidents	____	Fill out insurance claim form	____
Warn others	____	Dial security or emergency phone number	____
Make a suggestion	____	Read safety regulations	____
Report Repairs Needed			
Identify problems	____	Identify room numbers	____
Report problems	____	Fill out work orders	____
Request clarification	____	Fill out lost and found slips	____
Request assistance	____		____
Read Paychecks			
Identify terms on stub	____	Endorse check	____
Report a problem	____	Calculate pay	____
Ask for assistance			

Key:
- -still practicing
+ -can do well
NC -not covered

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student Signature_____ Date_____

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student Signature_____ Date_____

Perfect attendance -Yes -No

1 - Need improvement
2 - Satisfactory
3 - Good

Arlington Education and Employment Program
1601 Wilson Boulevard
Arlington, VA 22209

FOLLOW JOB INSTRUCTIONS/DESCRIBE JOB TASKS

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify furniture	There are 2 beds. There's a king size bed.	There is/are contractions	*Realia:* furniture in room play furniture
	Identify parts of room	The closet is over there. The chair is near the window.	prepositions:location	*Activities:* TPR technique draw pictures of room info gaps, role plays
	Identify supplies for tasks	I need a vacuum. Use the spray cleaner.	simple present	*Visuals:* sequence cards, Fairfax , English for Adult Competency, Hotel/Motel Words, Survival Eng. 178+ A New Start 17, 142,, Eng. Everday Life I 39-47 Speak Up at Work 128+
	Follow verbal instructions	* Put a pad on the dresser. * Vacuum under the bed. * Dust around the guest's things.	prepositions:location	
		*Take this iron to room 212. *Take these pillows to 718.	this/these	*Texts*:: Fairfax 31-42 Survival English 39, 201
	Request clarification	Where? What? Please show me. Under the bed?	Wh-question words	*Video:* WUSA I p 36

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≠ Respond only

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
3	Ask/Ans. questions (task)	What does she do first? She puts the pillow on and then the bedspread.	adverbials: first, next, etc.	*Texts:* Fairfax 81-83
	Follow verbal/ simple written instructions	Check under the bed before you vacuum. Wipe the tub after you clean the tiles.	adverbials: before, after	
	Request clarification	Like this? Is this okay?		
4-5	Give instructions to others	see above		*Texts:* Roy Bowers 49, Hotel/Motel Words 1-19, WUSA I p 45 *Activities:* write simple training manual
	Follow written instructions	see above		
	Request clarification	What should I do first? Could you tell me again.	modals: could, should	

spond only

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Vocabulary:

Furniture: bed, dresser, chair, nightstable (stand), desk, lamps, pictures
Fixtures: bathtub, shower, toilet, sink, counter, shelf, closet, tiles, faucet, mirror
Verbs: clean, vacuum, scrub, dust, polish, wipe, dry, tuck, shake, take out, put away, put on, take off, turn on/off, throw out/away.

Supplies: *from Provide supplies upon request*
linen: sheets (sizes), pillowcases, blanket, bedspread, mattress pad, rubber mat
terry: bathtowel, handtowel (face towel), washcloth (facecloth) bathmat
amenities: soap, conditioner, shampoo, lotion, shower cap, shoe cleaner, sewing kit, mouthwash, pad, pen/pencil, stationary, envelopes
basics: glasses, ice bucket, ashtray, matches, tissues (Kleenex), toilet paper, wastebasket (trashcan), laundry bag, plastic bag, crib, cot
cart: vacuum, cleanser (e.g. Comet), spray cleaner, linen bag, trash bag

Basic Skills:

Read: Identify words related to work experiences and language
Read room assignment slip,
Match words with supplies,
Sight read labels on cleaners,
Read room inspection checklist,
Read training manuals, if applicable

Write: Write simple declarative/interrogative sentences
Write simple instructions

Numeracy: Count number of supplies/towels (eg. checking supplies in/out)
Estimate time needed to complete a task

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Follow job instruction/Describe job tasks

Culture: Industry practices

Find out the hotel policy about ...

listening to radio/TV while working _____

smoking (yes ___ no ____ when?_____ where?_____)

using the telephones _____

accepting tips (yes ____ no _____ reporting tips _____)

accepting gifts(yes ____ no _____ what kinds? _____)

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STUDENT SELF-EVALUATION*

Name _____ Date _____

Hotel _____ Class_____

Pre ____ Post ____

I can	well	a little	can't
1. speak English to my supervisor			
2. speak to hotel guests			
3. speak to Americans I work with			
4. understand English at work			
5. speak English at work			

* Given first week of class.

STUDENT SELF-EVALUATION*

Name _____ Date _____
Hotel _____ Class _____
Pre ____ Post ____

I can	well	a little	can't
1. speak English to my supervisor			
2. speak to hotel guests			
3. speak to Americans I work with			
4. speak on the phone to work			
5. understand English used by supervisor			
6. understand English used by others			
7. ask questions when I do not understand			
9. explain my job to someone			
10. talk to my supervisor about			
day absent			
schedule			
paycheck			
vacation			
problems			
room repairs			

11. Understanding English at work is — always difficult — sometimes difficult — easy

12. Speaking English at work is — always difficult — sometimes difficult — easy

13. Things I like about my job are: _____

14. Things I do not like about my job are: _____

* Given near the end of the course.

SUPERVISOR'S GENERAL ASSESSMENT OF STUDENTS

HOTEL _____ SUPERVISOR_____ DATE _____

STUDENT NAME _____ POSITION _____

INSTRUCTIONS: Please circle the number/letters for each behavior to indicate how much the student has improved since enrolling in the Workplace Literacy Class. Space is provided below for specific comments.

	Greatly Improved	Moderately Improved	Slightly Improved	No Change or Worse	Not Observed
1. Understands oral instructions, directions	3	2	1	0	N/O
2. Understands written instructions, directions	3	2	1	0	N/O
3. Speaks in English to you	3	2	1	0	N/O
4. Speaks in English to co-workers	3	2	1	0	N/O
5. Communicates effectively without need for translation	3	2	1	0	N/O
6. Asks for help when it is needed	3	2	1	0	N/O
7. Understands numbers, measurements	3	2	1	0	N/O
8. Reports problems, such as need for repair, changed schedule	3	2	1	0	N/O
9. Reports planned absences, reasons for missing work or being late	3	2	1	0	N/O
10. Follows safe practices and safety rules	3	2	1	0	N/O
11. Takes initiative	3	2	1	0	N/O
12. Takes interest in job and pride in work	3	2	1	0	N/O
13. Gets along with and works well with co-workers	3	2	1	0	N/O
14. Works productively, efficiently	3	2	1	0	N/O
15. Performs high quality work	3	2	1	0	N/O

COMMENTS:

SUPERVISOR'S RATING OF INDIVIDUAL STUDENTS

HOTEL _____ SUPERVISOR_____ DATE _____

INSTRUCTIONS: Please indicate how much each student has improved since enrolling in the Workplace Literacy Class. For each category, enter your rating using the following scale: 3 - Greatly, 2 - Moderately, 1 - Slightly, 0 - No Change or Worse. If you do not have adequate information, use N/O - Not Observed.

STUDENT NAME	SPEAKING ENGLISH	UNDER-STANDING ENGLISH	INITIATIVE AT WORK	QUALITY OF WORK	PRODUCTIVITY AT WORK

Speaking = need for translator is reduced
student asks questions, speaks more in English with you and sta

Understanding = student follows directions better
asks questions to clarify

Safety = Acts according to safety regulations

Initiative = student offers ideas, asks for help, solves problems

Attitudes = student shows positive work and communication style
understanding of hotel goals
demonstrates pride in work, in workplace
contributes to overall success of the hotel

Productivity = works quickly and efficiently

Quality = works thoroughly and well

WORK PLACE

CLASS EVALUATION

1. This class has helped me speak English at work:

   a. a lot b. some c. a little d. nothing

2. This class has helped me to understand English at work:

   a. a lot b. some c. a little d. nothing

3. This class has helped me to improve my job:

   a. a lot b. some c. a little d. nothing

4. This class was _____ for me.

   a. too easy b. too hard c. exactly right

5. I need to practice _____ more.

   a. conversation b. comprehension c. pronunciation

6. What I liked about the class was _____

   _____

7. What I did not like about the class was _____

   _____

8. Because of this class, now I can do these 3 things better:

   _____ _____ _____

WORKPLACE

EVALUACION DE ESTA CLASE

1. Esta clase me ayudó a hablar el inglés en el trabajo ____

   a. muchísimo b. mucho c. un poco d. nada

2. Esta clase me ayudó a comprender el inglés en el trabajo ____

   a. muchísimo b. mucho c. un poco d. nada

3. Esta clase me ayudó a realizar mejor mi trabajo ____

   a. muchísimo b. mucho c. un poco d. nada

4. Esta clase fue _____ para mí.

   a. demasiado fácil b. demasiado difícil c. ni facil ni difíci

5. Necesito practicar _____ mucho mas para mejorar mi inglés.

   a. conversación b. comprensión c. pronunciación

6. Lo que me gustó de esta clase fue:_____

   _____

7. Lo que no me gustó de esta clase fue:_____

   _____

8. Tres cosas que puedo hacer mejor debido a esta clase son:

   _____ _____ _____

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